Teacher Strategies for Creating Fun Learning in Elementary Schools

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Abstract

This research aims to describe teachers' strategies for creating fun learning in elementary schools. This research uses a qualitative approach with a critical research type. The data source in this research is the VA class teacher at State Elementary School 55/I Sridadi. Research data was obtained using observation, interview and documentation techniques. The data obtained was analyzed by reducing the data, presenting the data, verifying the data and interpreting the data. The results of research regarding teachers' strategies for creating fun learning in elementary schools can be concluded that the methods used by teachers in creating fun learning in elementary schools include firstly greeting students in a friendly and enthusiastic manner, namely by asking about students' news or health, taking attendance at students, giving directions. to always maintain health, and keep up the news. Second, create a relaxed atmosphere by changing seating positions, turning on and listening to music in a low voice while doing tasks. Third, motivating students is by providing encouragement in the form of applause, giving rewards in the form of points, snacks or other snacks. Fourth, use ice breaking, namely by inviting students to clap or sing chants at the beginning, middle or end of learning. Fifth, they use varied learning methods, namely the teacher uses lecture methods, games (learning while playing), group discussions. Apart from that, teachers also use various interesting learning media such as toy animals, objects around the class, cellphones or objects in the natural surroundings.

Keywords: Strategy; Teacher; Fun Learning

INTRODUCTION

Based on Government Regulation Number 57 of 2021, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious strength, self-control, personality, intelligence, noble morals and skills. needed by himself, society, nation and state. Fauziah et al., (2013) explained that learning is a process of interaction with all individual students' circumstances, both in the process of seeing, observing, reasoning, trying, communicating and understanding something. Hanafy (2014) stated that learning is a process of interaction between educators and students who have learning resources in a learning environment. Studying and learning are interrelated activities. Studying and learning are forms of education that can lead to interactions between educators and students (Darimi, 2016; Ahmadiyanto, 2016). Studying and learning are things that are closely related to education. Almost everyone has

experienced education and learning.

From the opinion above, it can be interpreted that education is the most important thing in a person's life. Education can guide and direct a person's future, education is a business plan carried out by an educator for students which aims to develop their potential in a learning and learning environment, in other words education is a process that can change someone from being ignorant. to know, from not understanding to understanding, from not understanding to understanding.

Based on Article 3 of Minister of Education and Culture Regulation Number 15 of 2018 concerning Fulfilling the Workload of Teachers, School Principals and School Supervisors, the main activities of teachers include planning learning or mentoring, carrying out learning or mentoring, assessing learning or mentoring results, guiding and training students, and carrying out additional tasks. which is attached to the implementation of main activities in accordance with the teacher's workload. An educator is someone who channels knowledge to someone or students so they can plan, analyze and conclude the problems they face (Saadi & Halidjah, 2013). From this explanation it can be concluded that an educator or better known as a teacher is an important component in realizing educational goals.

Educators have a very important role in the teaching and learning process. A teacher is a noble job because in learning activities he not only acts to deliver learning material but is also tasked with guiding students so that students can develop according to their stage of development, train skills and motivate students to solve various problems in society (Handayani, 2016). Apart from that, educators are also required to have the ability to master the class well in the learning process. The ability to manage the class well aims to create good learning and make learning enjoyable.

Learning activities for everyone do not always run smoothly, sometimes they can absorb learning material quickly, some find it difficult, and the problems that often confront students are boredom, laziness or boredom in learning. A person carries out learning activities not only by himself, but also needs other people and the surrounding environment (Tejokusumo, 2014; Nurmalityari, 2015). Learning boredom is one of the problems often experienced by students which results in a decrease in the level of learning motivation, the emergence of a feeling of laziness, and can result in a decrease in the level of learning achievement (Zakariyah, 2015). If students feel bored in learning, it will have a negative impact on learning outcomes. Even though it takes a long time to study, it can result in suboptimal results due to the saturation factor.

The basic teaching skills possessed by educators can help students improve good and enjoyable learning. In a fun learning context, students are expected to have a high level of motivation in order to achieve fun and enjoyable learning. In Government Regulation Number 57 of 2021 article 12 explains that learning is carried out in an interactive, inspiring, fun, challenging learning atmosphere, motivating students to participate actively and providing sufficient space for initiative, creativity, independence in accordance with their talents, interests and physical and psychological development of students.

Fun learning is an atmosphere in learning that is able to attract students' attention in various ways carried out by educators so that during the learning process it does not create a boring atmosphere (Tambak, 2014). Fun learning or joyful learning is learning that is in line with meaningful learning, contextual learning, constructivism theory, active learning and child development psychology. Fun learning includes learning that can trigger the development of creative thinking and can make the learning atmosphere enjoyable. Then the main characteristics of fun learning include an atmosphere that is not stressful, an atmosphere that is interesting, safe and does not doubt students in their actions, then students are seen enthusiastic in carrying out activities. Thus, in fun learning, students can carry out activities freely, not be afraid, not hesitate, dare to express opinions or be more confident in their activities.

By creating fun learning and focusing students' attention, students are expected to feel happy and content in learning, moreover students are expected to be able to develop their creativity in aspects of knowledge, attitudes, values or behavior in everyday life. Based on the results of initial observations in class V A of State Elementary School 55/I Sridadi, it can be seen that the students are happy and very enthusiastic, active, like to ask questions and dare to express opinions when taking part in the lesson. This is what interested me in finding out what methods were used by the teacher, therefore the researcher was interested in conducting research with the aim of finding out the teacher's strategies in the process

of creating enjoyable learning in elementary schools.

RESEARCH METHODS
Research Design
The approach used in this research is a qualitative approach by describing teachers' strategies for creating fun learning in elementary schools. Qualitative research is research that produces descriptive data in the form of spoken written words from the people observed (Sujarweni, 2014). Qualitative research is research that is used to examine the condition of natural objects where the researcher is the key instrument. Qualitative research is aimed at analyzing and describing social phenomena, attitudes and perceptions of people individually and in groups (Prafitasari & Wiludjeng, 2016).

The type of research in this research is critical research. Critical research is a type of qualitative research which is not only intended to describe a particular situation as it is in depth, but also intends to criticize the situation so that the situation changes.

Research Target/Subject
The research subjects in this study were teachers and students of class V A of State Elementary School 55/I Sridadi, Muara Bulian.

Research Procedure
The initial step taken in this research is to determine the research object, namely this research will be carried out at the 55/I Sridadi State Elementary School. After determining the school and object being researched, the next step is to determine the problem in the research. The procedures or steps taken in carrying out the research are as follows:

1) Preparatory stage.

At this stage, what the researcher does is determine the topic to be researched. Then the researcher collects information about the topic to be researched from predetermined sources.

2) Implementation stage.

At this stage the researcher collects data by compiling the data that has been obtained and obtained from data sources, followed by processing, analyzing and concluding.

3) Completion stage.

This completion stage is carried out by compiling the data that has been obtained from the data source, followed by writing the data in the form of a research report.

Instruments, and Data Collection Techniques
Data collection techniques are strategic steps taken by researchers aimed at obtaining data for research. Data collection techniques are the most important part of research, because in research the goal is to obtain data, without using techniques in data collection, researchers will have difficulty obtaining data and will not obtain data in accordance with predetermined data standards. The data collection techniques in this research are:

1. Observation

Observation is a monitoring tool carried out spontaneously on objects to be observed from an activity being carried out. The object of this research is that the researcher made observations at SD Negeri 55/I Sridadi.

Table 1. Observation Guidelines Grid

Variables	Observed indicators
Teacher Strategies for Creating Fun Learning in Elementary Schools	1. Greet students in a friendly and enthusiastic manner 2. Relaxed learning atmosphere 3. Motivate students

4. Ice Breaking	
5. Learning methods used	

2. Interview

An interview is a conversation conducted by two sources with a specific purpose, namely the interviewer who asks questions and the interviewee (resource person) who provides answers to the questions. In this study, researchers conducted interviews with teachers and students in class V A of SD Negeri 55/I Sridadi.

Table 2. Interview grid for teacher strategies for creating fun learning

Indicator	Description
1. Greet students in a friendly and enthusiastic manner	
2. Relaxed learning atmosphere	
3. Motivate students	
4. Ice Breaking	
5. Learning methods used	

3. Documentation

Documentation is a method used to obtain information in the form of pictures, photos, sketches, archives, documents and other things in the form of reports or information that supports research. The documentation in this research was obtained from the results of interviews, this aims to provide reinforcement for the results of the interviews conducted.

Data analysis technique

The data analysis technique in this research is as follows:

1. Data Reduction

Data reduction means here that data that has been successfully collected through documentation and interviews will be selected for its level of relevance to the formulation of the research problem. This means that relevant data will be retained and irrelevant data will be reduced (not analyzed), but in this way the data will not be deleted from the research data document.

2. Data Presentation

At this stage, the reduced data will be explained using indicators found after reading the data repeatedly. These indicators are arranged in such a way that data presentation can be done sequentially, continuously and integrated. With this, the data presentation will be in the form of a narrative of a phenomenon that describes the teacher's strategy for creating enjoyable learning in elementary schools.

3. Verify

Data that has been narrated in full will be confirmed back to the data source. This is done in order to ensure that the data found is in accordance with the data required and approved by the data source. During confirmation, sources can add or subtract from the data they have provided so that the data reaches maximum validity.

4. Meaning of Data

Data that has been verified by the data source will then be analyzed in accordance with the theories of teacher strategies in creating enjoyable learning in elementary schools. The indicators given in this data will be interpreted in such a way that the expected research findings are obtained from the data. Next, the findings are analyzed in more depth according to relevant research, comparing the advantages and disadvantages of teacher strategies as well as teacher efforts in overcoming learning difficulties, so that the novelty in this research can be clearly seen.

RESULTS AND DISCUSSION

Based on the results of research at SD Negeri 55/I Sridadi regarding teacher strategies for creating enjoyable learning in elementary schools by conducting observations, interviews and supported by documentation. Fifth grade teacher creates fun learning in elementary school. According to Budiningsih (2005), there are several things that educators must do to create enjoyable learning in elementary schools, namely: greeting students in a friendly and enthusiastic manner, creating a relaxed atmosphere, providing motivation, conducting ice breaking and using varied learning methods. .

The first is to greet students in a friendly and enthusiastic manner. When starting learning, it is very important to start with something memorable. A good start that can attract and captivate students' attention will make the learning process enjoyable. Therefore, give a sweet greeting to students when starting learning so that students feel happy when starting learning. Greeting means creating interaction. Interaction is a two-way relationship between educators and students, so when educators greet each other, it will create a reciprocal relationship between educators and students. Teachers greet students in a friendly manner and give greetings enthusiastically to form a good interaction with students, thereby creating a pleasant impression in the minds of students before starting a series of learning activities. This is important for educators to do before starting learning because it will cause students to feel called to and then greet them again and answer the greetings enthusiastically so that they can create a pleasant learning classroom atmosphere.

Based on the research results, it can be seen that when starting the lesson the teacher greets the students sweetly, namely by asking how the students are, taking attendance of the students, asking about the health of the students and not forgetting that the teacher also gives instructions to always maintain health to the students, and in this class there is a shout. -yell when asked about news, such as when the teacher asks "Kids, how are you today?" then the students answer "Alhamdulillah, amazing, Allahuakbar!!". It can be seen that the students were very enthusiastic in responding to the teacher's greetings in a loud and unified voice. This proves that students feel happy and are very ready to start learning activities.

Second, create a relaxed atmosphere. Creating a relaxed atmosphere means making the learning environment comfortable. A relaxed atmosphere makes teaching and learning activities more effective, therefore an educator must understand how to create a relaxed and conducive learning atmosphere so that students feel comfortable, happy, easy to move, safe and not stressed in learning activities.

Based on the results of observations, it can be seen that the teacher created a relaxed atmosphere by arranging the position of the seats which were originally in regular rows, changed to a U shape, and this was also the wishes of the students themselves, then the teacher also turned on the music with a low voice so that the students were working. the task becomes relaxing, this has also been asked of the students so that students do not feel disturbed if they listen to music while doing the task.

Third, motivate students. Motivation is a form of encouragement so that someone has the enthusiasm to carry out activities. An educator must be able to make students enthusiastic about participating in learning activities, one of which is by motivating them. This can form students' self-confidence and not hesitate in doing something. Students will be enthusiastic about participating in learning activities if they receive motivation from educators.

Based on the research results, teachers motivate students by giving encouragement in the form of a plus or applause, then the teacher also gives rewards in the form of points, snacks or other snacks to students who dare to give opinions, dare to come to the front of the class, dare to raise their hands in answering. question. This is done so that students feel more confident to dare to develop their potential and motivate other students to get these rewards by doing the same thing.

The fourth is the use of ice breaking. Ice breaking is an important part of creating fun learning activities, because when carrying out learning activities sometimes students' concentration levels decrease because they are tired or bored. Therefore, it is important for educators to carry out ice breaking to revive and relax the atmosphere as before. This ice breaking can be done at the beginning of learning, in the middle of learning or at the end of learning.

Based on the research results, the teacher carried out ice breaking by inviting students to clap or sing chants. This is done so that students' concentration levels return to normal and they become focused in receiving learning material. Fifth, use varied learning methods. The same learning methods alone can make students bored or fed up with learning. Saturated or boring situations can reduce students' concentration levels, therefore educators are expected to use various learning methods so as not to cause boredom in the learning process in order to create a pleasant learning atmosphere as well.

Based on the research results, teachers use various interesting learning methods, not only lecture methods but teachers also use methods, one of which is the games method (learning while playing) and group discussions. Apart from that, teachers also teach using interesting learning media, then schools and teachers also allow students to bring cellphones to school on condition that they are used as learning media. This is so that students can easily understand learning material with learning media that is not available at school but can be found using mobile phones.

CONCLUSION

Based on the results of research with the problem formulation "What is the teacher's strategy in the process of creating fun learning in elementary schools" it can be concluded that the strategy used by the teacher is to first greet students in a friendly and enthusiastic manner, namely by attending to students, asking how students are doing, asking about participants' health. educate, provide direction to always maintain health and use enthusiastic news jargon. Then secondly, create a relaxed atmosphere, namely by changing seats in class, listening to music while doing assignments and studying while playing. The third is motivating students by encouraging them by giving applause, giving rewards in the form of points, snacks or other snacks. The fourth is using ice breaking in learning, namely the teacher gives shouts and claps either at the beginning, in the middle or at the end of the lesson. And the fifth uses varied learning methods, namely teachers use various learning methods such as lecture methods, group discussions, playing while learning, Problem Based Learning, scientific. Apart from that, teachers also use learning media using cellphones, objects around the class, toys or the natural surroundings.

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